

Clatskanie School District

Plan for Talented and Gifted Education

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Table of Contents

Section 1: Introduction	3
<i>Key TAG Plan Terminology</i>	3
Section 2: School District Policy on the Education of Talented and Gifted Students	4
A. 4	
B. 4	
Section 3: Identification of TAG-Eligible Students	4
A. 5	
B. 7	
Section 4: Instructional Services and Approaches	7
A. 7	
B. 8	
C. 9	
Section 5: Program Evaluation and Required Trainings	10
A. 10	

B. 11

C. 11

Section 6: Contact Information

13

Appendix: Glossary

15



**Section 1:
Introduction**



**Section 2:
School District Policy on
the Education of Talented
and Gifted Students**



**Section 3:
Identification of TAG-
Eligible Students**



**Section 4:
Instructional Services and
Approaches**



**Section 5:
District Goals - Plan for
Continuous Improvement**



**Section 6:
Contact Information**



**Appendix:
Glossary**

Section 1: Introduction



Talented and Gifted (TAG) students are an important part of every school community across Oregon. In Oregon, districts and schools must plan for how they will meet the academic and social-emotional needs of TAG students, specific to their local context, and communicate these plans to the students and families they serve.

District-level Talented and Gifted Education Plans serve as an integral communication tool to district educators, families, and community partners. Districts are required to submit their TAG plans to the Oregon Department of Education (ODE) every three years, provide copies upon request at schools within their district, and post an updated copy on their district website annually. (OAR [581-022-2500](#))

Oregon laws that govern Talented and Gifted Education include both Oregon Revised Statutes (Oregon laws passed by the State Legislature, abbreviated as ORS) and Oregon Administrative Rules (requirements that are adopted by the State Board of Education to support Oregon Revised Statutes, abbreviated as OAR). Statutes provide legal definitions and broad guidelines specific to gifted education. The Oregon Administrative Rules outline the specific requirements districts implement to meet the minimum standards for identification, parents' rights, and programs and services. Specific statutes and OARs are referenced throughout this TAG plan.

Key TAG Plan Terminology

Talented and Gifted Students in Oregon: Students who require special educational programs or services, or both, beyond those normally provided by the regular school program, in order to realize their contribution to self and society. These are students who demonstrate outstanding ability or potential in one or more of the following areas:

- (a) General intellectual ability (often referred to as Intellectually Gifted);
- (b) Academic ability (often referred to as Academically Talented) in one or more academic areas
(including, but not limited to: reading, mathematics, science, and social science);
- (c) Creative ability in using original or nontraditional methods in thinking and producing;
- (d) Leadership ability in motivating the performance of others either in educational or noneducational settings;
- (e) Ability in the visual or performing arts, such as dance, music or art.

Oregon Revised Statutes (ORS): Oregon laws passed by the State Legislature

Oregon Administrative Rules (OAR): Rules adopted by the State Board of Education to support statutes (ORS)

Rate of Learning: The pace at which the student is successfully progressing through instructional materials and experiences after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.

Level of Learning: The instructional level where the student will encounter new knowledge and skills. It involves depth and complexity in thinking.

Historical Reference of District TAG Plans: House Bill (HB) 2180 (2011) and Senate Bill (SB) 486 (2021).

Section 2: School District Policy on the Education of Talented and Gifted Students



Legal references: aligned to [ORS 343.397](#); [ORS 343.409](#); and [OAR 581-022-2500](#)

A. Local School Board Policies

- Board Policy IGBB: Talented and Gifted Program and/or Services
- Board Policy IGBB: Talented and Gifted Students – Identification

B. Implementation of Talented & Gifted Education Programs and Services

Services for students identified as intellectually gifted and/or academically talented are provided primarily in the general education classroom. Teachers use evidence of each student's assessed level and rate of learning to differentiate content, process, product, pacing, and cognitive demand. Students may also access accelerated or advanced pathways when they meet established course or program criteria, regardless of formal TAG identification.

Section 3: Identification of TAG-Eligible Students

Legal References: aligned to *ORS 326.465; ORS 343.395; ORS 343.397; ORS 343.407; OAR 581-022-2325; OAR 581-022-2500*



A. District TAG Identification Practices

Identification Practices (OAR 581-022 2325)	Evidence and Explanation of Identification Practices
TAG Identification Process Overview, including the practice that any person who knows a student, may recommend that student for the TAG screening and eligibility process. <i>Aligned to OAR 581-022-2325 (1)(2)</i>	A body of evidence is collected for students referred for potential TAG identification. Any person who knows a student may recommend the student for screening and eligibility consideration. Beginning in 2026–27, all Grade 2 students participate in universal TAG screening. Students in Grades 3–8 who are not already identified may be referred by teachers or other persons who know the student. The eligibility team reviews qualitative and quantitative evidence to determine whether a preponderance of evidence supports identification.
Multiple modes and methods of data collection used in the identification process. Please include research-based tools, instruments, or considerations utilized to equitably identify students from underrepresented populations, including, but not limited to: students experiencing disabilities and students who are culturally and linguistically diverse. <i>Aligned to OAR 581-022-2325 (3)(g)(h)</i>	Clatskanie uses multiple measures rather than a single score. Evidence may include STAR Reading and Math data, Oregon Statewide Assessment results when available, nationally normed measures of ability or achievement when appropriate, classroom assessments, work samples, teacher/parent/student input, observations, and gifted-characteristic profiles. The district considers research-based tools and local cohort information to identify students whose gifts may not be reflected by one standardized measure, including students experiencing disabilities and culturally and linguistically diverse students.
Culturally responsive practices specific to identification <i>Aligned to OAR 581-022-2325 (2)(a), (2)(f)(A-E)</i>	Identification practices are designed to be culturally responsive. The district uses multiple modes and measures, translated family communication as needed, appropriate testing accommodations for students with IEPs, Section 504 Plans, or English learner needs, and considers student performance within the student’s learning context and local cohort.
Methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification practices (e.g. universal	The district reduces bias through Grade 2 universal screening, use of multiple criteria, review of both qualitative and quantitative evidence, local cohort norms when appropriate, information for staff and families about how giftedness may present in underserved

Identification Practices (OAR 581-022 2325)	Evidence and Explanation of Identification Practices
screening, initial wide net approach of top 15-20%, etc.) <i>Aligned to OAR 581-022-2325 (3)(i)</i>	populations, and opportunities for family and staff referral. Eligibility decisions are made by a team rather than by a single individual or test score.
Assessment data, specifically addressing the use of national norms, local norms, or both in intellectually gifted identification data collection only (Academic talent does not require standardized assessment data.) <i>Aligned to OAR 581-022-2325 (5)(6)</i>	For intellectually gifted identification, nationally normed assessment data may be considered along with local norms and other evidence. STAR Reading and Math provide nationally normed data; Oregon Statewide Assessment and district/classroom data may be considered within the local cohort. Academic talent identification is based on a preponderance of evidence and does not require a standardized assessment score.
Provide a link to the tool or document used for determining a threshold of when preponderance of evidence is met. <i>Aligned to OAR 581-022-2325 (3)(j)(k)</i>	The TAG eligibility team uses a body-of-evidence/preponderance-of-evidence review. The team looks for a consistent pattern demonstrating a need for instructional services beyond the regular program. If the evidence is inconclusive, the team may request additional classroom observations, work samples, or further evaluation before making a determination.
TAG Eligibility Team: List the membership makeup of the team by role (e.g., teacher, TAG specialist, etc.) and the documents that are included in the students' cumulative record files regarding TAG identification and the eligibility team's process for determining identification. <i>Aligned to OAR 581-022-2325 (3)(k)</i>	The TAG Eligibility Team may include an administrator, classroom/content teacher, intervention teacher or learning specialist, counselor, ELD specialist, and other staff with relevant knowledge of the student. The cumulative record includes the referral/recommendation, assessment and screening data considered, qualitative evidence, eligibility team determination/documentation, parent notification, and other records supporting the identification decision.

B. Portability of TAG Identification

Key Questions	District Policy and Practices
Does your district accept TAG identification from other districts in Oregon? From other states?	Clatskanie accepts TAG identification from other Oregon school districts. Identification from another state is reviewed and accepted when the documentation demonstrates eligibility using measures and criteria consistent with Oregon requirements; nationally normed assessment results may be included in that review.
Do local norms influence the decision to honor identification from other districts and states?	Local norms do not prevent Clatskanie from honoring an Oregon district's TAG identification. For students identified outside Oregon, the district reviews the prior documentation and body of evidence and may collect additional local evidence if needed to determine eligibility under Oregon requirements.

Section 4: Instructional Services and Approaches



A. Instructional Programs and Services for TAG Students

Instructional Programs and Services Provided by the District (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Differentiated instruction, formative assessment, curriculum compacting, and tiered/scaffolded learning	K–12, all content areas. Teachers use pre-assessment and ongoing formative evidence to adjust pace, depth, complexity, task demand, and learning products based on student rate and level.
Subject or standards acceleration and whole-grade acceleration when appropriate	K–12. Above-grade-level work, standards acceleration, and math or other subject acceleration may be used when evidence demonstrates the need; whole-grade acceleration is considered in accordance with district policy.

Instructional Programs and Services Provided by the District (OAR 581-022-2500)	Evidence and Explanation of Implementation: Grade Level and Content Area
Advanced/college-credit coursework and enrichment	Grades 7–12 as available. CMHS offers advanced pathways, dual-credit coursework, and enrichment opportunities such as Science Bowl and robotics. District enrichment opportunities may include the district science fair. These opportunities supplement, and do not replace, daily differentiated TAG services.

B. Annual Student and Family Input Regarding Instructional Services and Programs

Methods Used to Notify Students and Families How are students and families made aware of the opportunity to discuss instruction, programs, and services (e.g. Personalized Education Plan or Course/Instructional Plans) designed to meet students' learning needs? <i>Aligned to OAR 581-022-2330(2) and OAR 581-022-2500 (1)(d)(e)</i>	Evidence and Explanation of Programs and Services
Identification and annual family communication	Families are notified when a student is identified and are informed of the opportunity to discuss the student's instructional needs, rate and level, and available programs/services with school staff.
Conferences and direct teacher communication	Families and students may provide input during fall/spring conferences and through ongoing communication with classroom/content teachers. Families may request a meeting at any time to discuss services or adjustments.

Methods Used to Notify Students and Families How are students and families made aware of the opportunity to discuss instruction, programs, and services (e.g. Personalized Education Plan or Course/Instructional Plans) designed to meet students' learning needs? <i>Aligned to OAR 581-022-2330(2) and OAR 581-022-2500 (1)(d)(e)</i>	Evidence and Explanation of Programs and Services
Student voice and course planning	Teachers and counselors solicit student input about interests, challenge level, pacing, and advanced course opportunities. At the secondary level, this input may be incorporated into course planning and advanced/dual-credit pathway decisions.

C. Teacher's Knowledge of TAG Students in Class

Key Questions	District Procedure
What procedures are in place to ensure classroom teachers K – 12 know who the TAG identified students are in their classrooms? <i>Aligned to OAR 581-022-2500 (1)(b)(e)</i>	TAG identification is recorded in the district student information system. A TAG indicator/icon is visible to teachers, including through class/attendance information, so teachers can identify TAG students assigned to them.
What procedures are in place to ensure classroom teachers K – 12 know where they can get support specific to the TAG services the district offers?	Teachers may seek support from their building administrator and the district TAG coordinator/superintendent. District professional learning and identification guidance are also provided to staff responsible for TAG services and identification.

Key Questions	District Procedure
<i>Aligned to OAR 581-022-2500 (1)(a)(b)(c)(d)</i>	
How do teachers determine rate and level needs for students in their classrooms? <i>Aligned to OAR 581-022-2500 (3)</i>	Teachers use ongoing formative assessment, curriculum-based pre-assessment, STAR and other available achievement data, classroom performance, work samples, and patterns showing that a student learns more quickly or has already mastered grade-level content. These data are used to adjust both rate of learning and level/depth/complexity of instruction.

Section 5: Program Evaluation and Required Trainings



A. District TAG Program Evaluation

Legal References: aligned to [OAR 581-022-2500\(1\)\(a\)\(f\)](#)

Program Evaluation (year)	Area of Focus	Evaluation Timeline	How will progress be measured?	How will success be measured?
2026–27	Identification equity and instructional responsiveness	Review screening/referral data after identification cycle; review student growth by end of year	Grade 2 universal screening participation; Grades 3–8 referrals; identification demographics; STAR/interim growth data; staff	All Grade 2 students are screened; referred students receive timely review; identification practices show broader access to consideration; TAG students demonstrate appropriate academic growth and evidence that instruction is adjusted for assessed rate and level.

Program Evaluation (year)	Area of Focus	Evaluation Timeline	How will progress be measured?	How will success be measured?
			implementation feedback	

B. Professional Development Requirement for Identification Practices

Legal References: aligned to [OAR 581-022-2325\(3\)\(f\)](#)

Who	What	Provided by	When
Dr. Danielle Hudson, Superintendent/District TAG Coordinator	Required statewide TAG identification training	Oregon Department of Education	2026–27, in accordance with ODE required training schedule; refresher/update as required
All district licensed educators responsible for TAG identification	Training on TAG referral, equitable identification, multiple measures, bias reduction, and district identification procedures	District TAG Coordinator and/or Oregon Department of Education resources	Annually, with additional training for new staff or when identification procedures change

C. Family Engagement

Legal References: aligned to OARs [581-022-2325](#); [581-022-2330](#); [581-022-2500](#)

Comprehensive TAG Programs and Services	List date, general time of year (e.g. fall, winter, spring), and method of communication
Identification procedures (including referral process)	Fall district/school communication and district website; referral information shared with staff and families.
Universal Screening/Testing (include grade levels)	Grade 2 universal screening communicated in fall; all Grade 2 students participate. Grades 3–8 may be referred for testing when TAG eligibility is suspected.
Individual and/or group testing dates	Screening/assessment occurs during the district identification cycle; additional individual assessment is scheduled as needed following review of available evidence.
Explanation of TAG programs and services available to identified students	At identification and through conferences/teacher communication; district TAG plan is posted on the website and available upon request.
Opportunities for families to provide input and discuss programs and services their student receives	Fall and spring conferences and ongoing communication with teachers/administrators; families may request a meeting at any time.
Explanation of the TAG learning plan (Personal Education Plans or Instructional Plans), if offered	The district does not require a separate PEP/IP for every TAG student. When an instructional/course plan is used, families are offered an opportunity to discuss the plan and the student's rate and level needs.
TAG informational events (elementary) - where parents learn about TAG profiles, district and school programs and services, etc.	Fall/spring conferences and school communication; families may contact the building administrator or district TAG coordinator for information about profiles, services, and supports.
TAG informational events (middle school) - where parents learn about TAG profiles, services and programs offered to TAG	Fall/spring conferences, transition/course-planning communication, and school communication regarding services and advanced opportunities.

Comprehensive TAG Programs and Services	List date, general time of year (e.g. fall, winter, spring), and method of communication
identified students, transition expectations from elementary to middle school, etc.	
TAG informational events (high school) - where parents learn about TAG profiles, services and programs offered to TAG identified students, transition expectations from middle to high school, etc.	Course planning, conferences, and school communication regarding TAG services, dual-credit/advanced opportunities, and transition to postsecondary options.
Notification to parents of their option to request withdrawal of a student from TAG services	Parents are informed at identification and may request withdrawal from TAG services.
Notification of the right to file a complaint concerning TAG programs or services, beginning with district-level complaint process	Parents are informed of complaint rights at identification; district complaint procedures are available through the district.
Designated district or building contact to provide district-level TAG plans to families upon request	District TAG Coordinator/Superintendent; building administrators and designated school contacts may also provide the plan upon request.

Section 6: Contact Information

Legal reference: [ORS 343.397](#) and [OAR 581-022-2500\(1\)\(g\)\(2a\)\(A\)\(B\)\(b\)\(A\)\(B\)](#)



Contact Information for District and School TAG Personnel	Name of Contact	Email Address	Phone Number
District TAG Coordinator/Administrator	Dr. Danielle Hudson	dudson@csd.k12.or.us	503-728-0587
Person responsible for updating contact information annually on your district website	Dr. Danielle Hudson	dudson@csd.k12.or.us	503-728-0587
Person responsible for updating contact information annually to the Department	Dr. Danielle Hudson	dudson@csd.k12.or.us	503-728-0587
Person responsible for sending copies of the district-level TAG plans to building-level personnel (TAG coordinators, principals, etc.)	Dr. Danielle Hudson	dudson@csd.k12.or.us	503-728-0587
TAG contact for Clatskanie Elementary School	Matt Doyle	mduyle@csd.k12.or.us	503-728-2191
TAG contact for Clatskanie Middle High School	Laurie Maughan	lmaughan@csd.k12.or.us	503-728-2146

Appendix: Glossary



Term	Definition
Acceleration (subject)	Above grade-level standards and coursework. For example, a student who takes an advanced high school art class during middle school.
Acceleration (whole-grade)	Grade skipping. For example, a student who moves from 1st grade to 3rd grade (skips the 2nd grade).
Acceleration (standards)	Working ahead on grade-level standards (considerations include: pacing needs and demonstrated levels of mastery on certain grade-level standards). This often occurs within the grade-level course.
Choice Assignments	A selection of standards-based learning options/projects based on student interest and/or development that includes depth and complexity to address both motivation to learn and cognitive demand.
Cluster Grouping	TAG identified students are intentionally placed together into mixed ability classrooms. The structure of this educational practice allows students to have peer-alike time together to address both academic and social-emotional needs.
Credit by Examination	Students receive high school or college credit based on mastery of prior learning as measured through end of course examinations. District policies, assessment formats, and requirements may vary. Please check your local district policy.
Curriculum Compacting (sometimes referred to as Compacted Curriculum)	Honoring prior learning, typically measured through pre-assessments, by allowing students to skip lessons/standards where mastery has been met and providing opportunities to focus on standards in the current unit/curriculum that have not been mastered yet.
Depth and Complexity	A general framework to assess level of rigor specific to cognitive demand. Common

Term	Definition
	frameworks include Webb's Depth Of Knowledge (DOK) and Bloom's Taxonomy.
Depth of Knowledge (DOK)	A framework developed by Dr. Norman Webb to assess the level of rigor for standards, projects, assignments, and exams.
Differentiated Instruction (involving tiers of depth and complexity)	Instruction and learning options designed to reflect the needs of students specific to current learning evidence/data that fosters academic growth. Educators may differentiate content, process, product, and environment to accommodate needs of learning.
Flexible Readiness Grouping	A strategic strategy designed to group students according to best fit instructional needs and student discourse opportunities.
Formative Assessment as a Process	Intentional teaching and learning practices in the classroom used by both teachers and students. Moment-by-moment evidence of student learning and thinking is used to inform and adjust teaching and learning. Descriptive feedback, established success criteria, and clear learning goals are essential.
Independent Learning Contracts	An agreement between student and teacher that outlines individual learning opportunities and outcomes for the student. This strategy is commonly used when a student has demonstrated mastery of a unit that is currently being taught (i.e., student has already read the novel that is being taught in a particular grade level).
Instructional Plans (IPs)/Course Plans (CPs)	Communicates instructional strategies and services of how the teacher meets the needs of <i>all</i> TAG identified students in a particular course. Typically utilized at the secondary level.
Kaplan's Icons of Depth and Complexity	Icons/tools used to provide a visual prompt that promotes thinking from various perspectives, designed to achieve in-depth learning opportunities. Often used as a schoolwide program where all teachers, classroom support staff, and students are taught how to interact with and use the icons.
Level of Learning	In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning

Term	Definition
	The student's instructional level in the curriculum and the place where the student will encounter knowledge and skills not yet learned or mastered. It is more than an advanced grade level. It involves depth and complexity in thinking.
Oregon Administrative Rule (OAR)	Rules adopted by the State Board of Education to support statutes (ORS).
Oregon Revised Statute (ORS)	Oregon laws passed by the State Legislature.
Personal Education Plans (PEPs)	A plan developed by the teacher, TAG student, and family that outlines and communicates the programs and services received throughout the school year. Personal Education Plans are for an individual student and are more common at the elementary level.
Pull-Out Programs	Students classes or programs outside of the regular classroom where they receive specialized instruction designed for TAG students, during school hours, at the school where the student is enrolled. Pull-out programs vary by district. Not all districts offer pull-out programs.
Rate of Learning	In reference to OAR 581-022-2500(3): The instruction provided to identified students shall be designed to accommodate their assessed levels of learning and accelerated rates of learning. Addresses the measure of the pace at which the student is successfully progressing through the curriculum after being placed at the appropriate level. A student's rate will vary depending on subject, interest, level of difficulty and point in the learning process.
Scaffolding or Tiered Instruction	An instructional method that varies the level of learning (depth and complexity) of the assignment to provide all students an opportunity to engage in productive struggle and find success in academic growth.